

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Grants Administration</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2015 AUG 20 PM 4:28</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received</div> </div>
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Bloomington	County-District # 235901	Campus name/# Bloomington Elementary School 101	Amendment #
Vendor ID # 746000371	ESC Region # 3	US Congressional District # 27	DUNS # 086282175
Mailing address P.O. Box 158		City Bloomington	State TX
		ZIP Code 77951	

Primary Contact

First name Delores	M.I. 	Last name Warnell	Title Superintendent
Telephone # 361-897-1652	Email address delores.warnell@bisd-tx.org		FAX # 361-897-1214

Secondary Contact

First name Edna	M.I. 	Last name Salinas	Title Principal
Telephone # 361-897-2260	Email address edna.salinas@bisd-tx.org		FAX # 361-897-0212

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Delores	M.I. 	Last name Warnell	Title Superintendent
Telephone # 361-897-1652	Email address Delores.warnell@bisd-tx.org		FAX # 361-897-1214
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-15-107-084

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas state-design model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p>

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance.

Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	<p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p>
9.	<p>The LEA/campus provides assurance that if it selects to implement the Early Learning Intervention Model in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> 1. Offer full-day kindergarten. 2. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: <ol style="list-style-type: none"> (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway; (B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. 3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program. 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

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	<p>after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <ol style="list-style-type: none"> 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators. 9. Use data to identify and implement an instructional program that is: <ol style="list-style-type: none"> (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ol style="list-style-type: none"> (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the <u>turnaround model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

11.
 1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
 4. The whole-school model must implement the model for all students in the school.
 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> significant improvement in academic achievement success in closing achievement gaps either within a school or relative to other public schools High school graduation rates No significant compliance issues in the areas of civil rights, financial management and student safety. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> A study of efficacy that meets What Works Clearinghouse evidence standards.

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	<p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bloomington ISD was rated improvement required in the accountability system in 2013 and 2014. The district accreditation status was changed from accredited, to accredited- warned. The district and all campuses missed system safeguards, received no distinctions, and campuses either barely met standard, or missed the state's standards. Bloomington Elem. has been priority for 2 years, missing all system safeguards. The feeder campus, housing Pre-K through 1, has 47 percent of student leaving Kindergarten still developing based on TPRI. In first grade, the percentage is 31%. The district and campuses was perceived negatively, among surrounding districts, which impacted our ability to attract and retain quality teachers. We urgently needed to transform our instructional processes as the next step was accredited-probation. All stakeholders felt the urgency and commitment to improve. Our district boundaries were bordered by two larger districts, who in our region were viewed more positively and the "place to be". We knew we needed to attract passionate teachers, who had a love for learning, to our district because once they came, they chose to stay. They believed in our vision, knew our mission, knew our love for our students and our community felt our passion to ensure that our students left our district with "more than a diploma", and wanted to be a part of our district's transformation. It takes intentional actions to change a negative perception of a district, but we are on a mission to do just that. We are a district who puts student learning first, we just needed the teachers in the classroom to be passionate, intentional and empowered in their quest to be the best. In order to do this, we had to make sure we retained our highly qualified, passionate teachers, embedded professional development in content areas to ensure high quality instruction, implemented professional learning communities to empower teachers to learn and serve, and involved the community and parents in the education of their children. We are a firm believer that if we believe, if we are intentional and passionate in our pursuit of excellence, if we communicate our expectations in a way that can be "heard" by all, if others know we are capable and want their children to soar, then they will trust and believe too. We had to communicate to all stakeholders that we are passionate in our belief that the students and this district and community was once a great district and will be again, but we could not make changes alone. The transformation of this district and this campus is a team effort, from the board of trustees to each student. We had a series of meetings throughout 2014-2015 to clearly define and communicate our mission and vision with all stakeholders. We scheduled community forum meetings, parent roundtables, student roundtables and supper with the super. In the beginning we had 1 parent, then 2 and at the end of the year we were averaging 20 to 30. For our district, that was a phenomenal amount of parents. Our communication plan was formulated and explained so that everyone had ownership, felt empowered to defend and support amongst naysayers, and were passionate about our goals. The expectations are high, but attainable with a team effort. We must be accredited, and exit the IR status and the priority status for our campuses, ensuring post-secondary readiness.

We plan to offer financial incentives, signing bonuses and performance pay for student achievement to attract and retain passionate teachers who are focused on student learning and embedding technology tools to expand the classroom and the ability to connect learning globally.

When we attract quality teachers for our district and students, and put them in a position to use their talents and expertise to make an impact in targeted areas, we can affect change.

In 2014, we hired a Core Content Coordinator to begin the process of aligning assessments and instruction with our instructional framework. We needed one per subject area, but we were working within our limited budget so we worked together and accomplished all we could. In summer of 2015, we added another position to work in the same capacity. Currently, they will divide the core content areas into Math/Science and ELA/Social Studies. With the grant, we will have

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a content coordinator for each subject area to coordinate PLC's, ensure alignment with instruction and assessment, and ensure rigorous and relevant instruction is delivered in the classroom. When we have the personnel to devote their time and energy to one content area; this will allow us to narrow their scope of expertise by limiting the teachers they work with causing their impact to be specific, quality, meaningful, and timely. The district previously added two positions, but this grant will provide us the opportunity to add two more subject coordinators resulting in 1 for each core content area. At Bloomington Elem, we have 300 students and 18 teachers. When we hire 2 or 3 teachers who are not passionate about education and students, and not interested in improving quality of teaching, that impact can have lasting negative consequences. Currently that is what is happening at the campus. Students are passing their classes, but not meeting standards on the STAAR assessment. We must take this challenge and turn it into an opportunity.

We will hire an Academic interventionist to be responsible for providing targeted small group and individualized Tier 1 and 2 interventions based on RTI, STAAR progress measure, CBA's and formative assessments. This position will work closely with the Content Coordinators and Data Coordinator.

Data Quality is crucial in transformation and improvement efforts. We will implement an aligned curriculum by grade level, content and state standards. Utilize the aligned curriculum to plan lessons, develop benchmark/ formative assessments, and plan remediation/intervention activities. To ensure quality data, we will hire a Data Assessment Coordinator, responsible for creating all assessments for all content areas, disaggregating data with teachers and meeting with principal to develop campus action plan. That position will focus on PEIMS, accountability issues, using DMAC to form tutorial and remediation groups and monitor teacher effectiveness based on data. . This person will work in conjunction with the academic interventionist, subject coordinators, teachers and principals to impact students who are not on grade level and who consistently do not meet the standard on the STAAR test.

The negative perception and student achievement below state's standard in our district has caused several obstacles.

- Difficulty attracting highly qualified passionate teachers
- Difficulty changing the communities' beliefs about our district and students
- Difficulty soliciting business/community support and partnerships
- Difficulty getting positive press in the local newspaper
- Increased number of parents who value education sending their students to other districts
- Increased number of parents moving to the district who do not value education

Because of this, we plan to employ a Community liaison/Public Relation Specialist. This position will be responsible for working with the community, working to solicit business support and partnerships and working to publicize the positive events happening in our district. She will also provide parent training and cultural awareness to the parents and the staff and students at the campus. When we change the perception, we will have positive publicity, by word of mouth, the message about our district will be more positive.

We plan to provide financial incentives and signing bonuses to those teachers who

- Demonstrate student progress based on STAAR and STAAR progress
- Increase student opportunities to learn by extending the day, week, and/or year
- Empower others through professional learning communities
- Employed in critical shortage areas for the district.

We will contract with H. Norris Consulting and Harris County Department of Education to provide continuous training to the teachers, principal, and all other instructional staff. These external providers will focus on developing PLC's, implementing job-embedded professional develop, incorporating collaborative planning, team teaching, modeling, and monitoring the effect of training on instructional design and delivery, and on student engagement and achievement.

Norris consulting will schedule conferences to obtain best practices state-wide and networking opportunities.

We will utilize current teachers to provide extended day, week and year remediation activities and extend hours of library so it's accessible to students after hours. Lessons will be based on STAAR, STAAR progress measure, Curriculum Based Assessments (6 week tests), weekly formative assessments and 6 week grades on report cards.

We will hire a Project Director to ensure all activities are implemented with fidelity and integrity. Ensure grant activities, goals, milestones are monitored and adjusted. Organize and publish calendar of activities at the campus and district level. Position will act as liaison between district and TEA. Position will monitor activities, goals and objectives of all grant employees, consultants and all grant activities. Communication will flow from Superintendent, to Project Director to Principal/Community Liaison to Data and Content Specialists. Content Specialists, in conjunction with principal will oversee interventionists, behavioral and academic. The school board has given the superintendent and campus leaders autonomy and authority regarding flexibility, personell and school days to achieve the campus transformation.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 235901 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$347771	\$17500	\$365271	\$607620	\$29000	\$607620	\$29000	\$557000	\$0	\$487000	\$0	\$2682511
#8-Professional and Contracted Services	6200	\$106000	\$0	\$106000	\$93000	\$0	\$91000	\$0	\$68000	\$0	\$28000	\$0	\$386000
#9-Supplies and Materials	6300	\$23000	\$0	\$23000	\$57519	\$0	\$50720	\$0	\$38000	\$0	\$17450	\$0	\$186689
#10-Other Operating Costs	6400	\$19000	\$0	\$19000	\$27000	\$0	\$27000	\$0	\$27000	\$0	\$13000	\$0	\$113000
#11-Capital Outlay	6600/ 15XX	\$37500	\$0	\$0	\$12200	\$0	\$8100	\$0	\$7600	\$0	\$4200	\$0	\$69600

☐ Yes ☒ No

Consolidate Administrative Funds

Percentage% indirect costs (see note):	N/A	\$0	N/A	\$0	N/A	\$0	N/A	\$0	N/A	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):	\$533271	\$17500	\$513271	\$797339	\$29000	\$784440	\$29000	\$697600	\$0	\$549650	\$0	\$0	\$3437800

Administrative Cost Calculation

Enter the total grant amount requested:

\$3437800

Percentage limit on administrative costs established for the program (5%):

x .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$171890

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015-2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher			\$	\$	\$	\$	\$	\$	\$
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 Project Director	1	1	48370		82930	82930	82930	82930	\$380090
5 Community Liaison/PR	1	1	\$47250	\$	\$81000	\$81000	\$81000	\$81000	\$371250
6				\$	\$	\$	\$	\$	\$
Auxiliary									
7 Title			\$	\$	\$	\$	\$	\$	\$
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Data Coordinator	1		\$38500	\$	\$66000	\$66000	\$66000	\$66000	\$302500
11 Academic Intervention	2		\$73500	\$	\$126000	\$126000	\$95000	\$73500	\$494000
12 Content Specialist	2		\$82250	\$	\$141000	\$141000	\$127770	\$90000	\$582020
13	Subtotal employee costs:		\$289870	\$	\$496930	\$496930	\$452700	\$393430	\$2129860
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$	\$	\$	\$	\$	\$	\$
15 6119 Professional staff extra-duty pay			\$5000	\$	\$20000	\$20000	\$20000	\$20000	\$85000
16 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
17 6140 Employee benefits			\$52901	\$	\$90690	\$90690	\$84300	\$73570	\$392151
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$57901	\$	\$110690	\$110690	\$104300	\$93570	\$477151
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$347771	\$	\$607620	\$607620	\$557000	\$487000	\$2607011

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2015–2020 Texas Title I Priority Schools, Cycle 4

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)										
County-district number or vendor ID: 235901										Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.										
Professional and Contracted Services Requiring Specific Approval										
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years		
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	\$	\$	\$	\$	\$		
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$		
Professional Services, Contracted Services, or Subgrants										
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	Prevention Behavior Support- training and resources	<input type="checkbox"/>	\$35000	\$	30000	\$28000	\$21000	\$7000	\$121000	
2	Harris County Department of Education- Training/Coaching/Mentor	<input type="checkbox"/>	\$26000	\$	\$23000	\$23000	\$17000	\$9000	\$98000	
3	H. Norris Consulting	<input type="checkbox"/>	\$45000	\$	\$40000	\$40000	\$30000	\$12000	\$167000	
4		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
5		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
6		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$106000	\$	\$93000	\$91000	\$68000	\$28000	\$386000	
a.	Subtotal of professional and contracted services requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$	\$	\$	\$	\$	\$	\$	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$	
(Sum of lines a, b, and c) Grand total			\$	\$	\$	\$	\$	\$	\$	

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 235901						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Laptop	New employee/training/data	7	14000							
	2	Printer	New Employee/Inst data,plan	2	\$2148							
	3	Clicker	Math instruction	100	\$6852	\$23000	\$	\$57519	\$50720	\$38000	\$17450	\$186689
	4				\$							
	5				\$							
6399	Technology software—Not capitalized					\$	\$	\$	\$	\$	\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$	\$	\$	\$	\$	\$
	Subtotal supplies and materials requiring specific approval:					\$	\$	\$	\$	\$	\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$	\$	\$	\$	\$	\$	\$
	Grand total:					\$23000	\$	\$57519	\$50720	\$38000	\$17450	\$186689

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 235901		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$7000	\$5000	\$12000	\$12000	\$12000	\$12000	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$		\$	\$	\$	\$	\$	\$
Grand total:		\$		\$	\$	\$	\$	\$	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: Amendment number (for amendments only):**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology hardware, capitalized										
2	Tablets for small group intervention/remediation	30	\$1250	\$37500	\$	\$12200	\$8100	\$7600	\$4200	\$69600
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			\$	\$	\$	\$	\$	\$	\$	\$
Grand total:				\$	\$	\$	\$	\$	\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.**For TEA Use Only**

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 235901		Amendment # (for amendments only):	
Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	289		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	17	5.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	235	81.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	33	11.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	254	87.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	57	19.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	35	12.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	121		2014-2015 PEIMS Action Summary Report
Disciplinary placements in In-School Suspension	93		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	28		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		1.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		95.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	50	68%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	123	49%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		42.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	17.2		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1257		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		29.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The students enrolled on the campus are low socio-economic. We have approximately 300 students on the campus and 43 % are raised in single parent households, based on survey information sent out in August of 2014-2015. The population we serve is approximately 90% economically disadvantaged, but being raised by a single parent adds a layer of complexity. A large portion of the parents work 2 jobs, so the students are left unattended.

In 2014-2015, we purchased/had donated school supplies for 119 students at the campus.

In 2014-2015, we provided medical./dental services for 7 students whose parents did not have CHIPS. The parents reported it was because of lack of transportation and ignorance.

28 students have parents who are incarcerated.

6 students have siblings who are incarcerated.

Because Bloomington is not an incorporated city, we do not have a police department or any city agencies. We have an increased number of low income houses (20X20) cabanas that are being built and rented for \$49 per week, all bills paid. When parents leave surrounding districts, they can come to Bloomington for \$49 per week all bills paid. The students who enroll in school have emotional issues, learning disabilities, or are in special education.

Over the last two years, our special education referrals have risen by 22% district-wide. In 2014-2015, we increased number of special education referrals from previous year by 23 referrals from grades 3-8. Of the 23 referrals, 19 qualified for special education.

These students are still young and impressionable. 38 percent of the students on the campus have siblings at either the junior high or the high school. Many of the older siblings are having attendance and discipline issues. I want to teach the younger children and provide them exemplary examples, teach them alternatives, and help them to set goals and perform healthy, responsible decisions,

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	23.8		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	16	67.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1.8	7.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	4.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	5	21.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1	6.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	6	37.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	9	56.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2	12.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	2	12.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	7	43.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	2	12.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3	18.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	36700		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	38250		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	36421		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	48780		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	49730		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	7	28.5%	Service Records/Certifications
Staff with Bachelor's degree as highest level attained	16	67.4%	Service Records/Certifications
Staff with Master's degree as highest level attained	1	4.2%	Service Records/Certifications
Staff with Doctoral degree as highest level attained	0	0%	Service Records/Certifications

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staff at Bloomington Elementary has been transitioning. One of our best teachers retired and it was difficult fillig her position. We have had significant turnover over the past few years. At the campus, we had 16 teachers, 15 core content teachers and 1 special education teachers. Currently we have 18 teachers, 16 core content and two special education teachers. Over the last three years, we have had 4 to 5 new teachers each year. Unfortunately, 1 or 2 of the new hires, in 2012, 2013, and 2014, who despite training, mentoring, countless walk-throughs and observations, professional development, experts observing classroom and providing insight and guidance, had less than 34% of their students pass the STAAR assessment. On a campus of approximately 300 students, 1 or 2 teachers who are ineffective can cause a campus to be ineffective. Not only did the students not meet standards on the STAAR, many 4th and 5th graders did not meet progress measure and regressed from the previous year. In addition to teaching current year standards and TEKS, we have to put systems in place to teach current TEKS, remediate past TEKS that should have been learned, continue scaffolding, spiraling and accelerating. Each year, we strive to attract passionate, highly qualified teachers. In 2015, we hired 3 new teachers and all of them were recruited from other districts with proven records of success working with students who are economically disadvantaged and at-risk. We will be able to focus our efforts to strengthen our current teachers, and provide the support and guidance for the 1 teacher who struggled.

In addition, in 2014, we implemented a district-wide curriculum and assessment system that teachers are getting accustomed to using. It is a challenge to move a campus and teachers who are used to a loose framework of instruction and assessment to one that has non-negotiables. It is constant communicating, meetings, checks and balances, using the data to inform instruction to ensure that everyone is on board and following protocol.

Other issues facing the campus: The campus has a culture of low expectations that we must improve upon. The district and campus is over 90% low-socioeconomic so we have a struggle with bridging the cultural divide between the teachers, (who do not live in the community) and the students, parents and community. Even though the campus has been a priority campus for two years, and the district IR for two, many parents were not concerned. We must raise the level of expectations the parents have for their children as well as the campus and district.

Teachers do not live in the community and many have difficulty forming relationships with students and parents. They don't have skills to work in a culture of poverty.

The mobility rate of the students is 22.4 percent, from information in TAPR, impacting the ability to form lasting relationships and connections with the students who need it most.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	80	79	55	75	0	0	0	0	0	0	0	289

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	4	4	4	4	4	5	4	0	0	0	0	16

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Schedule #13—Needs Assessment

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After conducting the needs assessment and data analysis, the team selected the transformation model. We formed a District TTIPS committee comprised of 16 members from the campus, district, community leaders, and parents. We completed the needs assessment utilizing a collaborative process involving district stakeholders. We met regularly, once each week for 4 weeks to complete the needs assessment, interpret and analyze data, and thoroughly discuss the various models of reform in order to make a final recommendation about the best fit model for our campus. After the district level TTIPS meetings, we met with the TTIPS campus committee. We met once each week for 3 weeks, utilized the same process as the District TTIPS committee, analyzed all data to identify the most appropriate research-based strategies and interventions to address the goals of increasing student achievement, positively changing the culture and climate of the campus and increasing parent and community involvement. Campus TTIPS committee was presented with all the information from the district committee, except the final recommendation. The campus team was allowed input, and were able to suggest changes, additions and/or deletions. We completed the question/answer session and responded to all questions and concerns. The campus TTIPS committee agreed with and supported the recommendation from the district team. The District and Campus TTIPS team met and shared its research and recommendations with parents and the school staff on July 16, 2015, answered all questions and clarified any issues.

On July 23, the District TTIPS team shared the results, findings and research regarding data analysis, needs assessment, planning activities and research on reform models with the district leadership team, the school board and the Board finance committee. We met again on August 1 to answer any questions and address concerns that were voiced.

The committee decided to implement the transformation model to change the environment for the benefit of all students enrolled at BES. We propose to look at staffing, develop and implement rigorous, transparent and equitable evaluation systems that takes into account student growth as evidenced by STAAR and index 2 in the accountability system, continue to use data to inform instruction and curriculum choices, develop PLC's and provide job-embedded staff development, focus on increasing learning time by implementing schedules and strategies that are flexible and collaborative, provide opportunities for family and community engagement and develop strategies to recruit and retain highly qualified staff with the passion to teach in a cultural diverse environment.

Strategies used to facilitate decision making: This process was completed with the district level TTIPS and the Campus Level TTIPS

Brainstormed information about campus and district both positive and negative.

Brainstormed causal factors, other contributing factors leading to success or weaknesses.

Developed list outlining characteristics of effective, 21st century successful, high performing campuses

Brainstormed barriers and obstacles to achieving our vision of an effective, high performing campus

Discussed needs assessment data, STAAR data, attendance, discipline, parental involvement, retention, staff dev.

Presented research and information on the models of school reform in TTIPS grant

Eliminated choices until we agreed on the 1 model that would provide strategies to help us achieve our vision of an effective, high performing school, assist with changing culture and climate, improve family and community engagement

Communicated information to all stakeholders

Scheduled a culminating meeting on August 8 so stakeholders could voice concerns

Developed brochure and fliers to put in post office and churches with information about grant and contact information if anyone had questions.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We chose the transformation model because it directly addresses the issues and needs of our campus and district. We are a district with a high percentage of economically disadvantaged students, have difficulty recruiting highly qualified passionate personnel. We have begun implementation of systematic curriculum framework with non-negotiables, utilizing our existing staff. Bloomington is not an incorporated city, with not city offices. We are not supported by business in the surrounding cities, because they both have a large school district in their boundaries. Because we are not incorporated, a large reckless company from Las Vegas has committed to building low income housing, putting up 20X20 cabanas to live in that cost \$49 per week all bills paid. Needless to say, this situation is driving out the citizens who value education, and bringing in those who are not law abiding, nor value education. We must make the district and this campus the hub of positive connectedness for our students and parents, and despite what challenges we have, we must turn each challenge into an opportunity. All students are given the right to a free public education. BISD wants to provide the best quality free education for all who chose to come to BISD. The Bloomington Elem. has been a priority campus, barely meeting accountability, in 2015 not meeting index 1. According to all the information we have analyzed, that status is directly attributable to the quality of instruction provided, the depth of the data analysis used to inform instruction, the high turn-over rate with the teachers and the administration, the low percentages of parental and community involvement, the lack of subject matter specific PLC's and job embedded professional development, and the inability, because of limited staff to provide flexible learning opportunities, extended learning opportunities, and contract with successful experts who can assist with implementation of research programs. We must improve student achievement, provide rigorous lessons that are on the level with the higher level critical thinking that is a necessity to be successful in life and on the STAAR. This is only possible by transforming the school and targeting all areas that directly impact student achievement mentioned above. Research supports that financial incentives will not make a teacher more effective, but a financial incentive for already effective teachers, those who are passionate about their teaching and their students should be rewarded for their excellence. The transformation model allows the campus of Bloomington Elementary School to have an impact on all the areas that will significantly the success of their students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 2359001

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The specific actions the campus and district undertook to solicit input from all stakeholders when selecting the transformation model was varied, aggressive, collaborative and meaningful. We needed their input, but knew we had to get them interested enough to get involved. We developed an informative brochure about the benefits of the TTIPS grant for the district and community. We placed it at the post office, at the churches and at the local restaurant. We requested the pastors and ministers to remind their congregation to pick up the brochures and contact the school for more information or if they wanted to be involved in the planning committee. We put an announcement in all the local church announcements and on their bulletin boards to be read at each service. We scheduled 2 community forums to disseminate the information to community members. We used one of the parents in the district, who was also an employee to spread the word about the forum. We placed it on our website, on the marquees, on facebook and twitter. At the forum, we presented information and answered questions. After the community forums, we had contact information and interest from 13 community members. We held two meetings with the 13 members to present them with additional information. The meeting they attended was the annual evaluation of our federal programs. We wanted them to get a snapshot of the district so they had first hand knowledge of our current situation, including strengths and weaknesses, obstacles and barriers. We brainstormed information and ideas about how to make our district and campus more effective. After the annual evaluation of federal programs meeting, the superintendent met with the community members a second time to discuss any concerns or issues they wanted resolved and any non-negotiables involving our course of action. The superintendent presented and discussed the various models available with the TTIPS grant. These meetings were to communicate information and develop a list of non-negotiables from the community. These non-negotiables were: 1. Focus must be on student achievement 2. All teachers at the campus must be on board and have buy-in. 3. Financial incentives to be provided to effective teachers who go above and beyond what is asked of them. These 3 items were already embedded in the transformation model. After discussing the criteria of all the models, their recommendation was to implement the Transformation model. We chose 2 representatives from the community members to be included on the district team. Those members were responsible for ensuring that the recommendation and non-negotiables of the community were presented and discussed. When the district team met, and brainstormed, analyzed data, and decided on a model, they came to the same conclusion. It was unanimous from all parties involved.

In our plan, we will meaningfully engage families and the community by scheduling frequent, regular meetings with all stakeholders to monitor the progress of the transformation process. The community will be a partner in the transformation process as key metrics of success are identified and communicated via regular meetings and through our monthly board of trustee meetings, where it is a standard agenda item for discussion. In addition school performance and school improvement plans will be discussed 4 times each year (2 fall, 2 spring) to solicit community input and discussion. Teachers, parents, and students will be surveyed to assess the impact of reform, the success of engagement opportunities, and overall satisfaction on an annual basis. As part of the accountability system, we must survey the community on 11 aspects of the school annually. The transformation model will be added to the Community and School Engagement survey to be used as a tool to adjust metrics, discuss concerns, and remediate any issues that may arise.

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Schedule #14—Management Plan

County-district number or vendor ID: 235901		Amendment # (for amendments only):	
Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Partner /external-internal provides to improve student achievement, work with stakeholders on continuous improvement,accountability expert, data analysis, progress monitor,strategic planning	Masters degree, 3 yrs central office, extensive knowledge of data analysis, monitoring, effective communicator, knowledge in school improvement, strategic planning, understand state, federal accountability
2.	4 Content Area Specialists	Use data to inform instruction, develop PLC's, design embedded prof. development, ensure instruction, curriculum, assessment aligned, develop benchmark-formative assessments, increase rigor, embed techn.	Masters degree, 5 yrs subject matter exp, team teaching/coaching, effective communicator, design prof. dev based on ind. needs, facilitate team meeting/planning, develop strategy for contin. improvement
3.	Student Behavior/Climate Interventionist	Facilitate School wide Positive Behavior Interventionand Support (SWPBIS), provide student services to improve academic, behavior, discipline, attendance, decision making	5 years teaching experience in high poverty, academically challenging school Experience with small group, differentiated instruction.
4.	Student Academic Interventionist	Provide target specific individualized and small group instruction for Tier 2 and Tier 3 students based on RTI, STAAR data and CBA's.	Certification – 4-8 Generalist with SPED certification Experience with RTI, at-risk students, small group and individualized instruction Computer literate
6.	Data Assessment Coordinator	Analyze/monitor data, student performance, dev./implement student remediation/acceleration plans w campus team, develop plans for continuous improvement, accountability monitoring	Masters Degree, 3 years central office exp, understand state/federal accountability, able to analyze data, assess needs, make recommendations,
7.	Public Relations/Community Engagement	Parent training, organize community events, communicate w/ media, send event info to media outlets, branding, improve climate, culture, increase parental involvement	LPC, 3 years counseling experience, knowledge of community culture/mores, experience organizing events, working with parents/community, effective public speaker
8.	Project Director	Oversee implementation of entire grant, develops schedule for meetings,conduct internal-externals evaluations, compliance, with TEA guidelines, ensure collaboration with stakeholders/community, district, campus staff, financial integrity, monitor grant activities for improvement,	Master degree, 5 years central office experience, exp. with TEA/Federal grants, proven leadership, effective communicator, collaborative style, detail oriented, knowledge of FAR guide,

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 235901	Amendment # (for amendments only):
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Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Trainer for the curriculum framework- School Wide Positive Behavioral Intervention and support	Train campus staff on implementation of curriculum framework, provide follow-up service and monitoring 6 times each year to ensure fidelity with program, monitor data to measure effectiveness, make recommendations to district/campus leadership to ensure compliance and program benefits are realized.	Experience with implementation of curriculum, proven success with other school districts, experience working with districts that are culturally diverse; experience working with families who live in poverty situations
2.	H. Norris Consulting Group	Plan, evaluate instructional program, present findings of current practices, policies and programs, recommend research-based practices, assist with development, implementation, monitoring and evaluation of curriculum plans Complete instructional audit, visit classrooms, make recommendations to improve instruction to increase academic achievement	Ed.D, Prior Superintendent experience, Experience working with priority and/or focus districts, experience working with IR districts, experience working with culturally diverse districts, extensive knowledge of accountability system, proven knowledge of curriculum, instruction, assessment, planning
3.	Harris County Department of Education	Campus-Based Professional Development: work with campus and content specialists to design and implement teacher professional development that meets specific needs of the community. Classroom Support: Mentor/coach teachers through observations, model lessons, classroom management and lesson planning.	Consultants and subject matter experts with proven record of success in their field, proven record of working in a culturally diverse district, Ability to provide mentoring/coaching, model lessons Proven success providing content specific professional development
4.	Dr. McCleod Ed.d, Harris County Dept. of ED. Cultural Diversity Training	Provide cultural, sensitivity, and poverty framework for teaching students who live in poverty Provide parent –teacher training to improve relationships between home and school	Ed.D, proven record working with culturally diverse campuses Doctorate in Sociology and Cultural Studies Experience and positive reference from districts of various sizes and demographics
5.			
6.			
7.			
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies to ensure commitment from project participants.

We will hire and retain candidates who are passionate and committed to the students in our community and district; who want them to be successful and want the district and community to thrive and will diligently work to achieve those goals. We will publish successes and communicate progress to the community, board of trustees and other stakeholders monthly at our board meetings and every 6 weeks at our community roundtable meetings, where we will discuss district issues including the TTIPS grant. We will illustrate evidence of improvement, increased involvement from all and increased academic achievement and these small incremental victories will keep stakeholders engaged and generate excitement that directly impacts long term, lasting commitment.

We will provide constant communication and oversight from the Superintendent, Project Director and the DCIS to ensure total transparency with the grant and all activities.

We will continually provide opportunities for the involvement of stakeholders to express concerns, celebrate victories and ask questions. (Board meetings, community roundtables, blue moon walks, snacks with superintendent, evaluation meetings)

The project director will develop a TTIPS playbook in consultation and collaboration with all stakeholders that will include all the information relevant to the continuation and success of the grant, including goals, activities, resources, timelines, and any adjustments, data, metrics, progress monitoring and other relevant information.

Teachers will develop a playbook, students/counselors will develop Individual Academic Plan, the principal will develop a Campus Action Plan.

Every 6 weeks, after the grading period and after the community round table meetings, the playbook will be updated with current data and information. Updates will be provided to all grant personnel and to the campus personnel.

Every week, the superintendent will meet with the principal and project director to analyze formative assessment data.

Every 6 weeks, the team will meet to discuss, analyze data, evaluate activities and determine if modifications need to be made. This information will be discussed at the community round table meetings open to all.

The superintendent will host monthly Snacks with the Super so that anyone stakeholder can express concerns or excitement.

The superintendent, the project director and 1 other grant personnel will have weekly Blue Moon Walks, publicized so that community members can walk and talk about the TTIPS grant.

Twice each month, the project director will meet with selected grant personnel, based on information from weekly principal meetings, blue moon walks and snacks with super. Continuous communication, collaboration, critical think tanks and work session will ensure continuous improvement and implementation of the grant activities occur with fidelity.

This continued communication and collaboration will keep each employee motivated and engaged. At the end of each semester, we will celebrate milestones reached. By the second year of the grant, our goal is to attain the state standard in all subjects and all grade levels, increase parental involvement by 10%, decrease discipline referrals by 15%, improve attendance by 2% and increase the number of distinction designations we earn.

The succession management strategies include: hiring candidates with passion and superior skills and retain them. We will invest time, attention and professional development, with an effort to understanding the developmental needs of each employee. The superintendent and project director will plan monthly meetings with each employee to analyze and evaluate criteria outlined in their job description as well as metrics outlined in the grant. In these meetings, the superintendent and project director will encourage and motivate all and constantly remind all that we are working for the same goal: increased student achievement through rigorous instruction, quality data, positive culture and climate and increased parent and community involvement. The superintendent and project director are responsible for growing leaders and empowering others in the organization. They will identify a pool of talent, a pipeline to ensure leadership continuity, and develop each person based on the goals outlined in the grant. Potential leaders will be empowered, will be committed to their self-development and committed to the success of the initiative. By working together, developing future leaders, empowering grant and district personnel to continuously learn and grow, providing professional development to develop and nurture potential leaders, we will ensure that we retain quality personnel to carry out the initiatives outlined in the grant. Passionate people love challenges and continuous learning. Constant communication, achieving small victories and reaching milestones will continue to keep stakeholders striving for improvement.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We have 4 elements in our grant that will increase capacity and create lasting change to campus culture and practices. We will increase and build capacity by hiring passionate people, empower them to

We will incorporate embedded professional development and PLC's with the expertise of Harris County Dept of Ed and H. Norris Consulting. Harris County Department of Education will provide ongoing, subject specific professional development, train the trainer opportunities, mentoring and team teaching opportunities. We will conduct all training so that each subsequent year, we increase our capacity to provide the training to new employees, provide on-going training for continuous learning, resulting in less services needed by external providers.

We will specifically contract with Dr. McCleod, a nationally known trainer in cultural diversity and teaching students living in impoverished situations.

H. Norris Consulting will provide a systematic framework to the district and teachers to conduct quality checks, rubrics to note skills and district expectations in each classroom, and a quality questioning data base aligned to subject area and grade level TEKS to ensure teachers are asking appropriate questions to elicit higher order responses that requires critical thinking, problem solving, analyzing and evaluating from the students. She will assist teachers with instructional delivery, using data to inform teaching and differentiated instruction and remediation.

Through School Wide Positive Behavior and Intervention Support (SWPBIS), we will acquire Coach and Trainer Resources at the campus and district level. Selected district and campus level staff will have access to these resources so the district can continue the work to positively impact school culture. Initially, the resource was developed so the PBIS could develop a common language to have a successful roll out of their multi-tiered system of support for behavior, a resource recommended for school and district leaders. We will undergo extensive teacher training with continued follow-up. Each year, campus and district staff will be assigned selected topics to provide training, complete quality checks, and submit data to the school board, community round tables and district and campus teams. We will utilize the training and resources for our students and staff.

In the last 10 years, BISD has decreased ADA by over 100 students. When we implement the grant which will allow us to improve student achievement, improve the negative perception of the district, recruit and retain highly qualified staff, we will begin to attract more students, consequently increasing revenue. Our class sizes at the elementary level are 18 to 20 students, at junior high and high school we have class sizes from 15 to 20. If we add an additional 100 students district wide from K-12, we won't need to hire additional teachers, but will benefit from increased revenue. The increased revenue will allow the district to retain the content specialists and the Community Public Relations Coordinator. In the event we have to scale back on the content specialists, we will provide the same services by working smarter not harder. We will have produced well trained teachers, who will have had 3-5 years of intensive training from external providers, job embedded professional development and PLC's. Instructional personnel will be able to mentor each other, team teach, plan collaboratively, and be a teacher leader for new personnel added to the campus. The positive perception will allow the district to develop and maintain partnerships, actively recruit external resources, and increase our support base in Bloomington and surrounding communities.

Our plan will give Bloomington Elementary School the ability to provide quality training to turn their existing staff into experts in their subject area field, to develop skills so positive culture and climate is expected and inherent in day to day operations, and increased partnerships and support from external agencies will ensure sustainability and continued commitment and support and continued success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning May 2014, we began analyzing data, prior to knowledge of TTIPS grant. In July, after all accountability data was received from the state, we disaggregated all data by teacher, by subject, and by student. In addition, we analyzed discipline referrals and attendance data by teacher and student. We analyzed data over three years in all sub-groups previously listed. This process allowed us to determine teacher strengths and weaknesses, instructional concerns and identify gaps in curriculum alignment. After we analyzed all data, we charted the states standards for 2016, 2017, and 2018. At a minimum, we established the performance measure to meet the state standard for 2016. We targeted improvement areas and increases needed by each student, disaggregated by objective using the DMAC system. This allowed us to establish performance measures for each subject, each student, and each grade level. Regarding subject areas where we consistently exceeded the state standard, we focused on Distinction Designations. We analyzed our campus groups for the last three years. Mathematically, we determined what performance level we needed to reach to earn a distinction. If the 2 year average was 20 percentage points, we set the performance measure between 10 and 15 percentage increase year 1 and 10 to 15 percentage increase year 2. At the end of year two, we will have seen a 20 to 30 point increase putting us in a position to earn distinction designations in several areas. These meetings occurred the month of July and were attended by all campus principals, superintendent, testing coordinator and 2 content specialists. In addition, the disaggregation of data presented us with a significant information to plan PLC's, decide on professional development that would be job embedded, campus and specific per teacher, and to determine the areas where instruction was weak and/or a teacher was weak teaching the objective.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each teacher has already developed a comprehensive guide packed with information, performance measures, instructional resources, calendars, checklists for instructional reminders, rubrics used for walk-throughs, graph to chart results of formative assessment and benchmark assessments and data analysis page for 6 weeks assessment and benchmark assessment, PLC's, staff development, goals, and performance objectives. This guide is called their "Playbook". The playbook was developed by district and campus staff and is a tool to collect, analyze and review a myriad of data sources weekly, monthly and 6 weeks to track implementation of milestones and outcomes of grant activities. The Playbook will be analyzed and discussed twice each month w/ teacher and administrator.

Each student has an Individual Academic Plan Book. In the IAPB, students have access to all their assessments. They, along with the counselor and teacher set weekly goals for academics, attendance, discipline and tutorials/remediation. Goal setting was completed with each student during the summer for attendance, grades, assessment, and discipline. Weekly: the counselor and/or teacher meets with each student on progress towards meeting goals. During the meeting, formative assessments are discussed, discipline, attendance at school, tutorial goals and attendance at tutorials. If a student is receiving accelerated instruction or in SSI, the student is double blocked in the subject they did not master, up to two subjects. After the first 6 weeks, if the student is not mastering objectives, they will be placed in mandatory tutorials taught by a retired teacher, or another teacher from the campus. Students must attend tutorials twice each weeks for 6 weeks. Progress will be monitored each six weeks, after report cards are disseminated and after each administration of the 6 weeks test based on TEKS/STAAR objectives taught. If student has issue with attendance or discipline, Tiered intervention from SWPBIS will be initiated.

We administer formative assessments weekly (most frequent) or within 7 days depending on objective taught. Results from each weeks' formative assessment are recorded in the teacher playbook to chart progress toward performance measure and meeting milestones.

6 weeks tests data (percentage of students mastering TEKS) are recorded in the playbook as well as disaggregated bench mark data. Weekly attendance is charted, including tutorial attendance. Teachers are given copies or rubrics and checklists from principal observations. Superintendent or Principal meet twice each month with teachers to discuss data in playbook and decide on student and or teacher interventions.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Each Major Position in the implementation of the grant activities will develop a Playbook or Planning Book with information relevant to their area. The Project Director and Teachers have a Playbook. The Principal will develop a Campus Action Plan, the Content Specialists, Data Coordinator, Academic Interventionist and Community Liaison will develop Plan Books incorporating schedules, data, meetings, and other relevant information.

Every 6 weeks all stakeholders meet to discuss data aggregated and accumulated from various sources

Every 6 weeks shared with Stakeholders

Every 6 weeks all stakeholders meet with superintendent and project director

Superintendent Responsibilities:

Weekly: Meet with Project Director for Updates

Bi-Monthly meeting: Campus principal content specialists, , project director- discuss activities, adjustments, data

Monthly meeting: Community Liaison and Project Director

6 weeks- Community forums

Principal:

Weekly meetings with content specialists, data coordinators to review instructional issues, professional development, student progress, remediation and tutorials

Bi-Monthly-Meet with teachers to analyze data in Playbook and Individual Academic Plans

Monthly meetings- Project director and academic interventionist

Quarterly Reviews: Held with PLC's and content area specialists: evidence for improvement will be identified in mentor programs, tutorials, parent/teacher conferences, assessment data, classroom observations and supports, student and teacher attendance, student referrals and discipline to ensure that all curriculum, instructional, cultural and learning interventions are implemented with fidelity. Norris Consulting will assist with development of training, implementing systems for monitoring progress and providing evidence of improvement in monthly meetings with the district and school teams. Systems that will assist in the monitoring and improvement of all goals and curriculum will be a systemic tracking tool developed in conjunction with new teacher evaluation tool, T-TESS.

We have developed a tracking tool partnering school personnel with students to connect with those students identified for support. Regular tracking of progress will include class attendance, discipline, and academic performance data along with school staff feedback. This approach produces two benefits for students: they create connections/relationships with school personnel and their specific needs will be identified and addressed.

The project director will develop the master calendar, in consultation with instructional personnel. The position will develop milestones and interim targets of success necessary to meet our outcome goals.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We chose 3 external providers for our project. The first criteria we used for the curriculum/training was ensuring it was research based with proven effective strategies. We requested a list of districts using their training model program. We visited several districts, spoke to teachers and students. After researching various models, we chose PBIS because it provided all the elements were needed for our students and teachers. It is a decision-making framework that guides the selection integration and implementation of best evidence-based academic and behavioral practices for improving academic and behavioral outcomes, violence/bullying, safety prevention and social emotional support/intervention plan for all students. This program will benefit the teachers as well. When we teach, we learn.

In our quest to vet consultants, we contacted our Regional Service Center obtain a list of proven consultants who had previous experience in the transformation model and extensive experience with under-performing, culturally diverse campuses. We contacted current superintendents of TTIPS so they would provide a list of consultants who work with their campuses. We studied the presenters at TASA Midwinter and TASA/TASB conferences for presenters who worked with TTIPS schools. We developed a list of 10, contacted all of them and decided on 4 external providers.

All external providers have worked extensively with districts and campuses, and have a proven track record of success. 3 district employees visited campuses who had previous contracts and experience with H. Norris Consulting and Harris County Department of Education. In our discussions, our goal was to leave with artifacts that were created specifically for their district, either by the consultant or in conjunction with the campus staff to determine the level of specificity targeted to the unique needs of each campus. We narrowed our focus to 3 external providers.

For the last three, we developed a reference check sheet in addition to personal visits to the district. The reference sheet was completed by the superintendent, the principal and the campus staff. We rated for overall effectiveness, communication style, leadership style, knowledge of culturally diverse students, systems designed to improve student achievement, increase teacher capacity and knowledge of the transformation model. The last quality we wanted feedback on was their leadership style and the perception felt by the campuses in which they worked.

After agreeing on contract terms, the consultant contracts were reviewed by their attorney as well as our attorney to ensure all legal guidelines were adhered to.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every Monday: Check in by phone or in person to review weekly activities

Monthly meetings and conversations with external providers regarding goals, milestones, intervention, progress monitoring- Review/Revise Monthly Activity Calendar at a Glance and Complete (BIMP)- Bloomington Intervention Monitoring Plan.

Every 6 weeks: Subsequent to grade reporting, 6 weeks assessments, principal meetings- discuss academic progress, achievement data, PLC's, professional development implementation regarding impact on instruction.

Quarterly meetings to review data: academic, attendance, discipline, culture/climate

Quarterly: present updates to school board and community

Yearly: Evaluate all data relevant to campus to develop priorities, adjust activities/timelines, make decisions on personnel, adjust teacher playbook and campus action plans.

The superintendent and the grant project director will have responsibility for management and oversight of the external providers to ensure progress towards meeting milestones and outcome goals.

The district in conjunction with Region 3 ESC and our PSP has a locally developed instrument (BIMP) that is grounded in data. We reviewed all needs assessment information, analyzed data, discussed outcome goals and timelines. After intervention plan was approved, we developed a checklist for weekly monitoring as well as a checklist for monthly monitored activities, depending on the goal and the intervention activities. The activities are monitored for implementation: Accomplished, In progress, Not started. Three part comment section that must be completed by external provider: 1. Percent progression toward outcome goals, 2. Successful interventions and contributing factors, 3. Obstacles and Barriers for interventions. This checklist is discussed weekly and reviewed and analyzed monthly as a progress check to ensure accountability and progress.

Using the BIMP as our accountability tool, when external provider is not showing evidence of satisfactory progress toward outcome goals, a corrective action plan (CAP) will be implemented with activities, timelines and milestones. BIMP will continue to be discussed weekly and reviewed monthly. CAP plan will be reviewed monthly with superintendent and project director.

If data improves, then we will continue to implement grant activities with fidelity and integrity.

If data does not improve, and progress is not evident from BIMP or CAP, the district will take the necessary steps to terminate contract with external service provider.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Create calendar/schedule to structure planning and meeting times
2.	Plan and create structure for professional learning communities
3.	Develop plan to promote positive relationships and student/school/parent connectivity
4.	Send select teachers, administrators to SWPBIS training (Schoolwide Positive Behavior Interv. Support)
5.	Develop plan and professional development focused on team building/ positive collaborative relationships
6.	Develop comprehensive school/community/engagement plan
7.	Develop comprehensive School/Community Public Relations Plan
8.	Send selected teachers/administrators to training- Developing and Incorporating PLC's
9.	Research and Develop plan to integrate use of technology/tools into content area
10.	Provide selected teachers/ administrators training on intergrating technology
11.	Develop job descriptions and begin recruiting efforts for content area specialists
12.	Analyzed needs/data determine plan for operational flexibility
13.	Send selected staff to Technology Conference
14.	Send Staff to Future Ready District with TASA
15.	Develop informational brochures
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bloomington ISD has been focused on school improvement and improvement of our data quality, and instructional quality for several years and several reasons. We are a small district and employees wear several hats. We have historically had issues with PEIMS coding of students which negatively impacted our accountability rating as well as impacting revenue. We struggled with hiring qualified staff, which impacted instruction, consequently negatively impacting our accountability. The school board has made a commitment to do what is needed to rectify this situation.

In 2014, we hired a content area specialist to mentor teachers, monitor instructional design and delivery. In addition, she assisted the superintendent with monitoring all PEIMS information.

In 2015, we hired another content area specialist, who will have the same duties. The additional specialist will allow us to divide the subject areas between the two. This will allow for more time to mentor teachers, coach, and monitor their instructional delivery. In addition, they will be able to devote more time to data disaggregation and assessment.

In 2015, we stipended an existing employee to assist with promoting positive events in the district via local media, twitter and the media. We will eventually expand the position to include branding, marketing, soliciting partnerships with local businesses, providing parent training and organizing round table discussions. A position of this magnitude will require a full time employee.

The current superintendent is trained in conflict resolution, and peer mediation. She provides training to selected teachers and students, as well as hosts parent meetings. She does this because it is a service that is needed and beneficial. Her time is limited so the scale of her outreach is limited. This will be expanded with the comprehensive program of SWPBIS and with the employment of a Community/Public Relations Liaison.

At the campus, we have obtained several research based instructional resources to be used in the classroom. Currently we utilize Fountas and Pinnell as a systematic approach to small group reading instruction which we have had success with. Other research based programs we use are Study Island, IStation and AR (Renaissance Learning). Our board of trustees had committed to providing resources needed to improve academic success. With these programs and Response to Intervention, implementing tier 2 and tier3 interventions with maximum chance for success requires additional personnel that the grant will provide us with.

In 2015, the board designated funding to provide incentives to teachers for improved student performance. Our weakest areas were Math and Writing. We concentrated on 1 campus for math and a different campus for writing. We will continue those efforts and expand the initiative to provide financial incentives for all core content area teachers at BMS.

Efforts will be coordinated by continuing to utilize current staff to maximize dollars and effectiveness. Relationships have been built with parents and community and those will continue. However, additional personell will enable the campus to provide, enhance and expand valuable services already offered.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Edna Salinas

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

June 2015

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	NA
Description of the modification:	NA
How intent of the original element remains/will be met:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	<p>The data sources for student growth that will be used in the teacher and principal evaluation system are:</p> <p>STAAR results STAAR Progress Measure 6 weeks assessments and Benchmarks Number of students reaching level 2 final and recommended level on STAAR Decreased Discipline Referrals. Student Growth is weighted 20% and included: meeting and exceeding progress measure from 1 year to next, reducing percentage of students in SSI from previous year, increased scale score from previous year.</p>
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	<p>The evaluation system design includes:</p> <p>Weekly 3 minute reflective observations by principal Frequent discussion of teacher playbook (data warehouse) Evidence of PLC implementation impacting instruction Evidence of job-embedded professional development impacting instruction Evidence of increased collaboration and improved attendance (teacher and student)</p>
Describe how the evaluation system was developed with teacher and principal involvement:	<p>Evaluation system was developed with input from superintendent, principal and teachers. Various evaluation systems were presented; teachers and principals were asked to contact colleagues for templates and or systems. All samples were examined and discussed to transparency, promoting teacher/principal effectiveness and student growth. We took pieces and parts from others, added indicators that were specific for campus and developed draft. Draft was provided to all and reviewed with only campus staff and principal. 2 modifications were made concerning performance objectives. Changes brought back to Superintendent. Superintendent agreed and final draft was approved.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

Financial incentives are provided for teachers whose students:
 Did not meet state standard previous year, but met standard in current
 Exceeded progress measure
 Reached Final level 2
 Reached Level 3 advanced

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

Protocols/intervention to support teachers who are struggling: (1-5 has 5 week timeline)
 1. Collaborate with mentor teacher on instructional design and delivery
 2. Team Teach with Teacher Leader/Mentor Teacher
 3. Classroom Observation
 4. Identify professional development needed to address areas of weakness
 5. Meet with Principal/Content Areas Specialist utilizing data to inform instruction/discussion
 6. Specify embedded prof. development and PLC's with team (6-9- 5 wk timeline)
 7. Team Teach with Teacher Leader/Mentor Teacher utilizing strategies from prof. dev.
 8. Classroom Observation
 9. 2nd meeting with Principal using data to inform discussion

Describe the criteria established for educator removal:

Criteria established for educator removal:
 Teacher does not utilize curriculum framework with fidelity and integrity
 Teacher does not analyze data available in DMAC system
 Teacher does not complete requirements of intervention plan
 Teacher does not met performance goals for student achievement

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	NA
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	NA
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

NA

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

NA

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of existing staff rehired for work in the turnaround model implementation:	NA
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of new staff hired for work in the turnaround model implementation:	NA
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

NA

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

NA

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235901

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention		Period for Implementation	
1.	Establish a systematic framework so campus personnel can: Develop vertically aligned curriculum, (TEKS resource system) incorporate instruction with 21 st century skills and higher ordered critical thinking skills, (H. Norris Consulting) deliver lessons that are student centered and incorporate technology tools, (Harris County) develop assessments that are aligned to instruction, use data to inform instruction and plan interventions (DMAC, RTI)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
2.	Incorporate PLC's and embedded professional to improve instructional design/delivery and level of collaboration with instructional staff utilizing Harris County Department of Education.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Incorporate data driven decision making using all data analyzed in teacher playbook and student individual academic plans to: inform instruction, schedule tutorials, plan remediation, offer extended day, week and year services	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
4.	Provided increased instructional time through tutorials, remediation, extended day, week and year in targeted areas based on data analysis of assessment, attendance and discipline information	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
5.	Provide targeted interventions using Response to Intervention process (RTI) to provide Tier 2 and Tier 3 individualized and small group instruction to targeted students to reduce number of students needing remediation acceleration and SSI from 52% to 40% year 1, 30% year 2 and 20% year 3, exceeding the state standard of 23%.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.	Implement SWPBIS to impact culture and climate, teacher/student/parent relationships, attendance, discipline and collaboration campus-wide.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.	Provide parent training in targeted areas based on needs assessments including family STAAR nights in core content areas.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality***

Planned Intervention		Period for Implementation	
1.	Incorporate PLC's and embedded professional to improved instructional design/delivery and level of collaboration with instructional staff	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
2.	Provide signing bonuses in critical shortage areas to attract highly qualified, passionate teachers for hard to fill areas and content areas with low assessment scores	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Use data-driven decision making to provide and implement training/mentoring/coaching/team teaching via consultants at Harris County Department of Education for specified teachers	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
4.	Utilize T-TESS Appraisal System to provide ongoing instructional feedback to teachers to help improved instructional delivery and increase student achievement.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
5.	Utilize Data Walls to chart student and campus data to provide mechanism for continuous monitoring of assessment results	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.	Develop and utilize teacher play book as a means to monitor and adjust instructional practices, chart student growth from previous year and current year, monitor attendance and discipline; and monitor effectiveness of professional development and PLC's.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.	Provide adequate time for teachers to plan, collaborate, and engage in professional development within and across grade levels and content levels (team teaching and PLC's)	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention		Period for Implementation	
1.	Implement the T-TESS and T-PSS evaluation system with fidelity to increase teacher and principal effectiveness. Data Driven process will focus on student growth as progress as evidenced by STAAR data, formative assessment, curriculum based assessments (6 weeks tests), attendance, and discipline to improved teacher leaders and campus administrators.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
2.	Provide frequent walk-throughs, utilize 3 minute reflective walkthrough format, locally developed checklist and rubrics for quality questioning to obtain feedback on effectiveness of teacher leaders.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Conduct frequent meetings to review data, interventions, milestones and process toward achieving outcome goals.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
4.	Provide opportunities to network with other successful counterparts to discuss strategies, obstacles, barriers to success thru attending AIA conference, TASA MidWinter Conference, TASSP and TCEA Conference.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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County-district number or vendor ID: 235901

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Use of Quality Data to Inform Instruction***

Planned Intervention		Period for Implementation	
1.	Utilize Benchmark Testing and disaggregate data using DMAC disaggregated by student: TEKS, by Student Expectation, by percent passed and by categories.	<input checked="" type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
2.	Utilize the Teacher Play Book to analyze data to be used to inform instruction, differentiate instruction and help form remediation groups.	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
3.	Utilize the Campus Playbook organized by the Principal and Data Assessment Coordinator to ensure students and teachers are meeting their milestones to obtain the outcome goals	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
4.	Utilized Curriculum Based Assessment developed from a curriculum vertically aligned from one grade level to the next as well as aligned with State academic standards to inform and differentiate instruction	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
5.	Utilize Weekly Formative Assessments to continuously monitor student engagement/ learning and inform instruction.	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
6.	Incorporate Data Walls to continuously monitor student data from previous and prior year in all tested subject areas.	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Learning Time

Planned Intervention		Period for Implementation	
1.	Provide flexible schedule to double block targeted students in selected core content areas	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
2.	Provide extended year, extended week, extended day to targeted students based on RTI, CBA's, formative assessments, 6 week report card grades and previous year's STAAR results	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Increase library hours to accommodate students who don't have internet access or computer at home.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
4.	Schedule service learning projects with the Community Liaison to foster and strengthen soft skills (Emotional Intelligence Quotient)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention		Period for Implementation	
1.	Community Liaison will provide monthly parent training based on information derived from needs assessments	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
2.	Community Liaison will conduct parent round-table discussions on selected topics derived from surveys completed.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Parent and Community will attend District level planning meetings and review meetings on grant progress and implementation.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
4.	Parents have the opportunity to participate in Snacks with the Superintendent, Blue Moon Walks and monthly meetings at campus level.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
5.	Schedule frequent parent meetings to discuss student progress	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.	Develop and disseminate information brochures to parents and community utilizing input from surveys, parent roundtables, and informal conversation.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 235901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Improve School Climate***

Planned Intervention		Period for Implementation	
1.	Contract with SWPBIS to provide training, job embedded professional development and resources to staff to improve culture, climate and collaboration on the campus.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
2.	Increase morale by recognizing and providing increased opportunities for promotion and career growth, offering flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet student's needs.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Schedule celebratory assemblies to recognize milestones and honor teachers for results beyond the expected metrics.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
4.	Create a wall of fame for students and teachers who meet and exceed established goals and metrics.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
5.	Improve negative perception of school through the transformation process-develop systematic framework for curriculum, instruction and assessment; communicate high expectations; improve student achievement; recruit and retain qualified staff, empower staff to challenge themselves and others to improve teacher quality.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 235901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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